



Title	Using drama in education to enhance reading comprehension and reading motivation of junior secondary students in classical Chinese = Yun yong xi ju jiao xue ti sheng Xianggang chu zhong xue sheng wen yan wen yue du neng li he yue du dong ji
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論文摘要

運用戲劇教學用於語文科被認為是正面的學習媒介，更有多位學者指出透過戲劇習式學習語文，能有效提高學生的閱讀能力和閱讀動機。

本研究為一項教育行動研究，於中三學生的文言文閱讀課運用「提問角色」，分析戲劇教學法對提升學生文言文閱讀能力和閱讀動機的成效。透過文言文閱讀能力前後測驗、文言文閱讀動機問卷前後測、普遍閱讀動機問卷及個人訪談，本研究發現以戲劇活動融入閱讀課，有效地提升初中學生的文言文高階閱讀思考能力和閱讀動機。不同閱讀能力組別的學生，在文言文閱讀能力測驗皆有的進步，其中以中能力學生的進步最為顯著。問卷中，八成學生表示喜歡以戲劇活動學習文言文，亦顯示學生閱讀動機的提升達顯著水平，其中內在動機和自我效能感的提升最令人滿意。

Abstract

Using drama in education is recognized as as a positive medium for teaching and learning in language. Some scholars point out that teaching and learning in language through drama conventions can improve the reading comprehension and reading motivation of students.

This study is an education action research. By using “Hot Seating” in Classical Chinese reading lessons of a Secondary 3 class, the effect of drama in education on students’ reading comprehension and reading motivation for learning Classical Chinese is investigated. The research findings support that drama in education can enhance the high order reading abilities and reading motivation of students through the research materials which includes pre and post Classical Chinese comprehension tests, pre and post Classical Chinese questionnaires, one set of general questionnaire and individual interview. The results of Classical Chinese comprehension tests indicate that all ability groups of students have improvement and the middle ability group’s is the most significant. Moreover, the questionnaire survey reveals that 80% of students enjoy learning Classical Chinese through drama in education. It also shows that the reading motivation of students is enhanced significantly, especially for intrinsic motivation and self-efficacy.